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ABSTRACT

Writing samples as diagnostic measurement tools have many variables that the instructor must control--time is a factor, and often the instructor needs more than one sample to fairly evaluate student writing ability. One method for better predicting the exact nature of students' writing problems is sentence combining. For sentence combining to be considered a direct measure of writing, it must be open (unsignaled)--which is thought by some theorists to mimic the writing process--and whole-discourse so that students have a concept around which to fit the given kernels as well as a context in which to understand each kernel. Their revision of the open, whole-discourse excercise demonstrates their understanding of the writing process since they must rely on composing (augmenting the given idea), revising, (including transforming, embedding, chaining, and deleting), and editing (including copying skills and the solving of usage problems encountered in the revising stage). Other advantages include lower student apprehension because content is provided and they base their revision choices on attempts to create consciousness in the audience, to reveal empathy, to establish distance between writer and audience, and to place complex material at the end of a sentence. Overall, sentence combining gives students a fair chance to demonstrate their skills, while the limitation of possible choices makes evaluation easy for the instructor. (CRH)

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Sentence Combining as a Practical Diagnostic Tool

by

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Those concerned with students and the teaching of composition--whether we are administrators who must place students within our composition curriculum, or teachers of composition who need to diagnose our students' writing problems, or researchers who want to evaluate the success of our composition program--need a practical method of measuring students' writing skills that is both reliable and valid (Cooper and Odell,1977:ix). To be reliable, a measurement scheme must be "fair to writers, permitting them to demonstrate what they can really do (1977:xi); to be valid, a measurement scheme does what it claims to do: it has predictive validity if it predicts future performance, correlates with another criteria (such as grades earned), or permits grouping; it has content validity if it measures what writers have been practicing; it has construct validity if it measures writing ability or performance (1977:xi-xii).

Those searching for an easily-administered and easily-scored measure of writing often select SAT-like tests with multiple choice answers, called "indirect" measures (Stiggins, 1982:102-103) because they assess students' general language ability rather than their ability to write. These indirect measures have predictive validity

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since, according to Greenberg, "research done by the College Board showed that indirect measures of writing correlated with the evaluations of students' essays and with the grades given by experienced English teachers" (1982:367). Yet some are skeptical of the reliability of the indirect measure because it fails to assess essential writing skills (Bamberg, 1982:404).

According to Clark, even the essay portion of the SAT, a "direct measure" (Stiggins, 1982:102-103), is not much more reliable than the multiple-choice portion because it fails to control essential features which shape an essay--an audience, a purpose for writing, and clues about the appropriate kind of discourse--since most of the directions (nine out of fourteen sentences) deal with time and space limitations (1980:221). Hoetker also questions its reliability, attributing the fact that some students do well to their experience as test-takers: "The superior students whom an achievement test seeks to identify are, for the most part, academically successful and test-wise. Among their academic accomplishments is the ability to fill in the gaps and discontinuities in essay topics in the manner the topic writer intended them to be filled in. Conversely, the poorer students among whom a competency test seeks to distinguish are almost sure to have reading as well as writing difficulties. They are especially likely to lack the ability to intuit the unvoiced assumptions of the topic writer or to fill in the gaps as expertly and accurately as the accomplished student can" (1982:378; also Clark, 1980:221). For Hoetker and Clark, then, even some direct measures are unreliable.

Not only can direct measures be unreliable but Stiggins questions their validity. "Under some circumstances, the use of a

writing sample to judge certain skills leaves the examiner without assurance that those skills will actually be tested. For example, consider mechanics. Less-than-proficient examinees composing essays might simply avoid unfamiliar or difficult sentence constructions. But if their writing contained no obvious errors, an examiner might erroneously conclude that they were competent, when, in fact, their skills in mechanics had never been fully tested" (1982:107).

The search for an ideal direct measure of writing that is both reliable and valid has led researchers to focus their attention on issues pertaining to the writing task: selecting the topic for an essay (Freedman and Robinson, 1982:393-398; Hoetker, 1982:380), the mode of discourse (Hoetker, 1982:382; Lloyd-Jones, 1977:42), the rhetorical context (Hoetker, 1982:386), choosing an appropriate level of cognitive development (Hoetker, 1982:383), and the anxiety which all testing situations create; and on issues pertaining to the method of evaluation. Although most would agree that the holistic method is best, each offers his own adaptation of this method: the Educational Testing Service and College Entrance Examination Board's general impression marking (Cooper, 1977:11-12), Diederich's analytic scale (1974), Lloyd-Jones' primary trait scoring (1977:189), and Hirsch's relative readability (1977:189).

No matter how we choose to evaluate, each evaluator must make assumptions about students' ability based on extralinguistic variables (the mode of discourse, the audience) or on extratextual variables--influences on evaluators of expository essays (Freedman, 1981:245-246). According to Clark, these assumptions are unavoidable: "Students who can precisely meet the demands of the test [a direct measure] may be assumed to have identified those features of written

discourse that can be manipulated to suit various contexts and to have mastered the techniques of manipulation. Students who fail to meet the demands of the test may be assumed to have difficulty in perceiving the demands of the situation; to be unable to manipulate their language to meet those demands; or, most likely, to need help with both kinds of skills" (1980:224). Clark's own stated ambiguity about what the test actually measures undermines its validity; this ambiguity comes about because students' input remains unavailable to the evaluator. According to Hunt, the evaluator sees "only the output. The input lies hidden in the writer's head. Its presence is conjectural and can only be inferred" (1977:97).

In an effort to eliminate this ambiguity, Greenberg (1982:372) constructs what she considers the ideal test, one which includes several different types of writing tasks to be evaluated by trained readers using criteria appropriate to each task. Cooper and Odell agree, believing that evaluators need more than one piece of writing on more than one occasion (1977:xi). But this test, although it may be ideal, is hardly practical.

Despite all of the attempts to use a writing sample as a measurement tool, some students have found a way to hinder effective evaluation of their writing competence by playing it safe, hiding their weaknesses. All too often, the students believe that the evaluator defines good writing as being non-controversial in its approach to the topic, as having a clearly defined beginning-middle-end (perhaps in a five-paragraph structure), and as having few, if any, mechanical mistakes--what we call safe writing. The problem students set for themselves is how best to show off what they are sure they know, ignoring the problems posed by the topic.

Often they impose on the topic external structural and mechanical rules instead of allowing the content to generate structure and mechanical solutions. What we then find are writing samples that are mechanically correct but that have no life of their own. The writing is safe and dull, revealing little weakness and even less strength. But, because of the correctness of such essays, most evaluators judge the writing as competent.

What we have seen then is that the writing sample has so many variables to control that even looking at several samples from each student will not always yield valid information. With topic, audience, context or purpose, mode of discourse, cognitive level, or anxiety to consider, how can we be sure what the writing samples are revealing, particularly when students play it safe in their approach?

In looking at the essays of four hundred students enrolled in freshman composition courses at Concord College and Radford University, we found in the essays that were not successful a repetition of ideas perhaps not apparent to the student, a use of a formulaic structure given by past teachers, and problems with unity and coherence. What we didn't find, however, was why these students had these particular problems and if these problems were typical of each student's writing. We couldn't tell whether the writing sample was a reliable predictor of each student's writing ability because of the variables involved. The following six student papers serve as examples of our findings.

Student A (see Appendix A) has great potential in spite of her many mechanical errors. Her introduction to the topic, "what is your favorite movie and why," is effective, but her essay is poorly developed since her paragraphs support an idea different from her

stated thesis. She also has problems with linking sentences together and with wordiness. We might infer that these problems result from the difficulties she had with cause/effect analysis.

> *Through out the movie it would show you what this boy did when he met an alien. But it also shows what the alien does when he mets with the boy. Example of this is when the boy leaves a trail of candy for the alien to eat. The alien picks them up and hands them back to the boy. This shows that he, the alien, wants to be friends. Another emotion the alien shows he when he wants to go home. This shows that he, the alien, can love something.*

Student B (see Appendix B) has difficulties with developing the topic, "Why I should be awarded $1000 to attend Concord College." He exhausts all of his ideas in one supporting paragraph so that his second and third supporting paragraphs either seem to contradict or to repeat. But he knows that an essay is more than one supporting paragraph. He reveals this to us in his third supporting paragraph when he says, "The third and final reason . . ." All of his sentences begin in a similar manner; he appears unable to subordinate effectively. He appears to have few mechanical problems. We might speculate that he has difficulties in developing cause/effect analysis and in conceiving of getting $1000; so he can think of few reasons that will impress his teacher.

> *The third and final reason for wanting the grant is that I am very interested in learning. I want to learn so I do not have to use manual labor. I want to sit behind a desk and be able to tell others what to do using computers and other advanced equipment.*

Student C (see Appendix C) writes in an essay-like form; he begins with a general statement on the draft, moves to a particular one giving his reasons why women should be drafted, supports his thesis with a paragraph, and concludes with a paragraph. But he says all he has to say in the first paragraph even though he knows, like student B, that an essay must contain more than one paragraph. He begins his final paragraph with "In conclusion . . ."
In an attempt to put together his repetitive ideas, he uses transitional words as a link. He seems to have few mechanical problems. Perhaps his underlying problem has to do with the essay's topic.

> *Women want to be equal to men in every aspect, except when it comes down to the draft and war. If women want to be equal to men then if there is a draft where men have to go to war, then women should be included also. Today in the United States women are fighting for equal rights, let the women have equal rights and also include them in the draft.*

Student D (see Appendix D) also understands the essay form. He, however, has no understanding of proof for everything is an assertion. He doesn't define such key terms as "freedom" or "duty" and adds irrelevant material. He also has problems with paragraphing but makes few mechanical errors. We can read beneath the surface to see that this student is unable to put down his real feelings for fear that his audience will consider him a coward.

> *I think that being in the military service should be a person's own choice. A lot of people are strongly against killing other peolpe.*
> *I, myself, would not go into the military, because I don't think it is the right thing for*

me to do.

On the other hand, if we don't have enough people in the military, are power would weaken and soon the U.S.S.R. would take over our country. If another country declared war on us I would probably have to be in favor of the draft, although I would not want to be drafted myself.

Student E (see Appendix E) with three topics to choose from--cosmetics, the draft, and higher education--found herself stuck with higher education. She doesn't know what "Higher Education" means, but she knows that her evaluators are certainly for it. She is overwhelmed, with nothing to say and no direction to take. Her essay is poorly paragraphed and full of mechanical mistakes. We speculate that her difficulties might be due to problems with her audience and with the mode of discourse, definition, demanded by the topic.

More and more everyday it seems that higer education is getting more important. It used to be good enough to just have a high school diploma, but it doesn't seem that way anymore. I'm not saying that you won't get a job if your not a College graduate but it does look better on your resume. Everyear more people are going on to Higher Education it seems that 12 yrs. of school is not enough anymore. In high school you had to take the basics, and take what they told you to take without much variety. But when you finally graduate you can truthfully ask yourself what do I want to study, and then its nobody's decision but your own. Also I think it nas something to do with prestiege. (the paragraph continues on.)

Student F's essay (see Appendix F) reads like a directed free writing assignment. Whatever connections there are between ideas seem to be associational not logical. She paragraphs whenever she wants, her paper has many sentence errors as well as many mechanical mistakes. We assume that she fears her audience will think cosmetics

are frivolous, hence her sudden shift of ideas in paragraph one, and that cause/effect analysis was too difficult for her.

> *I think a person should always read the labels before using the chemicals. Some hair-dyes could make your hair fall out and maybe cause some skin disease. I've heard that when having a hair transplant, doctors put needles all in your head. I've used hair-dyes before, but never again because since I dyed my hair, I've thought about getting cancer.*

From looking at these writing samples, we have difficulty discerning whether these are problems that the writer normally has. Could the problems have arisen due to the topic itself, or to the students' inability to understand what the topic demands, or to what Clark (1980:225) calls the extralinguistic factors: audience, situation, and mode of discourse? What we need is a better method to predict the exact nature of the writing problems. One such method is sentence combining.

For sentence combining to be considered a direct measure of writing, it must be open, whole-discourse sentence combining. Daiker, Kerek, and Morenberg believe the open (or unsignaled) exercise mimics the writing process: "It is the open exercise which most clearly illustrates that sentence-combining--despite its name--involves units of discourse larger than the sentence and provides practice in writing skills that go far beyond mere combining, even beyond syntax in its broadest sense. The open exercise demonstrates that a more accurate term for sentence combining might be 'disciplined writing practice'" (1979:160).

When the open exercise is also whole-discourse, students have a concept around which to fit the given kernels as well as a context by which to understand each kernel. Their revision of the open, whole-discourse exercise demonstrates their understanding of the writing process since they must rely on composing (augmenting the given idea), on revising (including transforming, embedding, chaining, and deleting), and on editing (including copying skills and the solving of usage problems encountered in the revising stage). This picture of sentence combining as composition practice is consistent with D'Angelo's observation that the thought processes involved in sentence combining are the same thought processes involved in creating and organizing discourse (1975:29,35). Furthermore, both Butturff and Nugent have noticed that their students combine sentences in terms of audience (Butturff, 1979:41) and in terms of "all three rhetorical concerns, namely, subject, purpose, and audience" (Nugent, 1979:207). The fact that students can demonstrate their writing ability makes open, whole-discourse sentence combining a reliable, direct measure.

Open, whole-discourse sentence combining has advantages for students that other direct measures lack. Because the content is provided, Strong believes students are in a less-threatening situation where they are not "personally vulnerable" and are less defensive (1976:60). Since students find the idea already stated, the challenge of saying it more effectively is not filled with anxiety, and since sentence combining asks students "to tap the linguistic power they already possess" (Strong, 1976:60), the skill required is not beyond them. Putting the sentence pieces together into a whole becomes a puzzle students find manageable because they readily perceive a

solution.

Unlike the writing sample where the students' mental energy is focused on providing content, the open, whole-discourse exercise asks that students spend their time choosing how best to achieve the fluency they hear is missing from the uncombined kernels. According to Nugent, students base their choices on attempts to share experiences with the audience, to create consciousness in the audience, to reveal the empathy of the writer, to establish distance between the writer and the audience, and to place complex material at the end of a sentence (1979:202). In other words, they are engaged in what Mellon calls "composition practice featuring the construction of whole discourses and requiring attention to such matters as transition, cohesion, tone, style, and mechanical appropriateness" (1979:1).

The virtues, then, of sentence combining are that the whole-discourse, unsignaled exercise gives students a fair chance to demonstrate their skills, but the limitation of possible choices makes evaluation easy for the instructor. In the most effective sentence combining exercises, the constructions required are uncomplicated and the vocabulary is clear even without the context. We discovered that in "Body Defenses" from Strong's Sentence Combining (see Appendix G), the cause/effect construction behind kernels 31-35 caused our students the same difficulty that they had had in trying to construct a cause/effect development in their writing samples. The vocabulary which included words such as "germ-laden," "antiseptic," and "lysozyme"--even though understandable through careful reading--was too much of a challenge for many of our students. The difficulty students had with the analogy in kernels 5-9 carried over

in kernels 10-12, despite the uncomplicated nature of the solution. In contrast, an excerpt from Strong's "Television" (see Appendix H) worked much better; its kernels required few difficult constructions--only subordination and coordination. Out of 400 students who completed the exercise composed of seven groups of kernels, over 70% of the answers to five of the groups were acceptable. Students scored significantly lower in only one group (kernels 16-17), that in which the students had to see the connection between "united" and "unification," with 33% finding an acceptable combination. In most cases, the sentence combining exercise revealed more specific information than that yielded from the students' writing samples. Our six student responses to the excerpt from Strong's "Television" were no exception.

Student A's problem is with subordination (see Appendix A). In kernels 1-4 she is unable to subordinate "in America" to "patterns of life," something 67% of the students were able to accomplish. Instead she ends up with "Television can help us see patterns of life and America." She has the same difficulty with kernels 27-30. Here she is unable to place "electric" with the noun it modifies, but ends up with "for a few moments which was electric." In her answers, she matched the response given by the highest percentage of students in only two of the seven groups. In the other five, she revealed an awkwardness of phrasing. As we speculated from her writing sample, she may have problems with poor development, but more than likely the poor development is a symptom of her difficulty with subordination. This also might explain her awkwardness in linking sentences.

Student B (see Appendix B) shows us another side to his writing skills. He moves from a lack of things to say in his writing

sample to a concern with how he says them. Writing in triplets and using an abundance of gerunds, he comes up with several misreadings; for example, in kernels 5-8, he writes, "Understanding, uniting, and dividing are three things television can do for society." In kernels 22-26, he rhymes "television" to come up with a phrase that means nothing: "Television participation is intense, dramatic, and in historical events." He is the only student out of 400 to transpose "death" in kernels 9-15 to "dying" and the only student out of 400 to transpose "join" to the gerund "joining." He may still have problems with development, but, more than likely, when given a topic he can develop, he will strive to impress, not to communicate.

Student C (see Appendix C) shows a fluency we don't expect after reading his writing sample. Five of his seven combinations either duplicate or are within one word of the most common pattern. All seven, however, are acceptable combinations. This student has a solid foundation upon which to build the new skills we wish to teach him.

Student D (see Appendix D) has a fondness for "which" clauses: "Television can help us to understand events, which unite us and divide us." In two other groups he uses the "which" clause tacked on to the end of a sentence: "Television let us participate in intense and dramatic events, which were historical." While he was able to play it safe in his writing sample, revealing nothing about his writing competence, we can see from this exercise his reliance on only one method of linking ideas.

Student E (see Appendix E) also has a problem with subordination, but her most severe problem is her inability to emphasize effectively. In contrast to her writing sample which

contained both run-on and comma-spliced sentences, she has no such problems in her sentence combining exercise. But in wishing to stress what she thinks is important material, she ends up with wordy sentences. Kernels 27-30 are a good example: "The few moments that we were joined together with other people were electric moments." She has an effective answer posed by kernels 16-17, the ones most difficult for the other students: "These deaths united the nation in a profound way." She shows us that she has a better understanding of the language than her writing sample indicates.

Student F (see Appendix F) whose writing sample read like directed free writing reveals none of these difficulties in her sentence combining. She comes up with not only an acceptable pattern, but with the preferable choice in six out of the seven groups. She had difficulty with kernels 16-17 because she failed to see the connection between "united" and "unification." This student, like Student C, has a firm grasp of the fundamentals we tested.

This composition practice is more easily evaluated than traditional direct methods. Because we can choose the exercises to measure certain skills, we can also decide what we are measuring (see Appendix H). Evaluation becomes relatively simple because, according to Hunt, "all students rewrite the same passage, all students end up saying the same thing--or almost the same thing. What differs is how they say it. Their outputs are strictly comparable" (1977:92). Also, sentence combining, according to Hunt, is a valuable rewriting technique because differences in linguistic sophistication are immediately apparent and because the researcher can set up particular syntactic problems for students to handle, all in under a class period (1977:92).

Because the writing sample has many variables which the instructor must control, because time is a factor both for the instructor and the student, and because the instructor needs more than one sample tc fairly evaluate students' writing ability, sentence combining is an effective alternative. Moreover, until researchers can solve some of the problems detailed by Clark, Freedman, and others, sentence combining, a valid and reliable direct measure, is a practical, yet effective, diagnostic tool.

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Appendix A

STUDENT A:

On a dark, quiet night a space ship had landed on earth. Inside of it were aliens: who had come to explore earth. During their exploration they ran into trouble - men. The men went after them and all but one got away. The alien that had been left hid for awhile to everythig around him calmed down. The alien a few hours later meets with a boy. The boy starts protecting the alien; at the end of the movie the boy helped the alien go back to his planet. This was my favorite movie because it helps you to know your emotions.

The movie makes you think to yourself what would I do in that situation. Would you help the alien go home or not? That a big question to ask yourself. This question make you bring out your feelings. It lets you dig deep into your feeling for an answer.

Through out the movie it would show you what this boy did when he met an alien. But it also shows what the alien does when he mets with the boy. Example of this is when the boy leaves a trail of candy for the alien to eat. The alien picks them up and hands them back to the boy. This shows that he, the alien, wants to be friends. Another emotion the alien shows he when he wants to go home. This shows that he, the alien, can love something.

In conclusion these movies make you ask yourself: What would I do? This kind of movie help to look at yourself and really get to know your emotions. That why I thought it was good.

1-4. Television can help us see patterns of life and America.

5-8. Television can help us to understand events that unite us and divide us.

9-15. John Kennedy, Martin Luther King, Jr., and Robert Kennedy are examples of political leaders deaths.

16-17. The death, which were profound, united the nation,

18-21. Grief and shame became an experience which the whole nation shared.

22-26. Television let us participate in intense, dramatic, historical events.

27-30. We we joined with other people for a few moments which was electric.

Appendix B

STUDENT B

There are several reasons why I think I should receive the grant money.

First I think I would put the money to good use. I would spent all the money I needed to further my education at Concord College. I would get a good degree so I can make something out of my life. With a degree, I can make money to support my family. The money that was left over I would also use to further my education. I would travel around the world visiting different countries and learning their cultures.

The second reason I think I should receive the money is that others would waste it. They would buy a new car and all kinds of clothes. These things are all right, but with a education you can buy all these things and more.

The third and final reason for wanting the grant is that I am very interested in learning. I want to learn so I do not have to use manual labor. I want to sit behind a desk and be able to tell others what to do using computers and other advanced equipment.

1-4. Television can help us see the different patterns in America and in life.

5-8. Understanding, uniting, and dividing are three things television can do for society.

9-15. John kennedy, Martin Luther King, Jr., and Robert Kennedy are three examples of political leaders dying.

16-17. These three deaths united the nation because the unification was profound.

18-21. Grief and shame were the two experiences shared by the whole nation.

22-26. Television participation is intense, dramatic, and in historical events.

27-30. Joining together with other people for a few moments seems electrical.

Appendix C

STUDENT C

In recent years there has been talk of reinstating the draft. This means in case of a national emergency the government will be able to get all the men needed to secure the country. There has also been talk of whether or not women should be included in the draft. Women should be included in the draft because women have been fighting for equal rights among men and women, so if there is a draft and men have to go to war, so should women.

Women want to be equal to men in every aspect, except when it comes down to the draft and war. If women want to be equal to men then if there is a draft where men have to go to war, then women should be included also. Today in the United States women are fighting for equal rights, let the women have equal rights and also include them in the draft.

In conclusion, I feel that women should be included in the draft. Women feel they are not equal to men because they feel that men get better jobs than women and they want to be able to get the same jobs as men but when it comes to war they don't want any part of it. So I feel if men can be drafted for military service so should women.

1-4. Television can help us see the pattern of life, which is in America.

5-8. Television can help us to understand events that unite or divide us.

9-15. Consider the death of political leaders, such as, John Kennedy, Robert Kennedy, and Martin Luther King, Jr. as examples.

16-17. these deaths brought about a profound unification of the nation.

18-21. Grief and shame become an experience, which was shared by the whole nation.

22-26. Telvision gave us intense and dramatic participation in historical events.

27-30. We were joined with other people for a few electric moments.

Appendix D

STUDENT D

I think that being in the military service should be a person's own choice. A lot of people are strongly against killing other peolpe.

I, myself, would not go into the military, because I don't think it is the right thing for me to do.

On the other hand, if we don't have enough people in the military, are power would weaken and soon the U.S.S.R. would take over our country. If another country declared war on us I would probably have to be in favor of the draft, although I would not want to be drafted myself.

Military service could never be made a duty for ever person, because it goes against the right to freedom of the people of the U.S.

The reserves are more like what I would join, if I was going to go into the military service.

Just because other countries may require people to be in thier military service, it doesn't mean that we should. Nobody should even consider making the military service a duty. The reason most people live here is because of the freedom they have to do exactly what they want to do. Making military service a duty would take away that freedom and the reason to live here.

1-4. Television can help us see the pattern, which is life in America.

5-8. Television can help us to understand events, which unite us and divide us.

9-15. Consider an example of death of political leaders including John F. Kennedy, Martin Luther King, Jr. and Robert Kennedy.

16-17. These deaths that united the nation were profound.

18-21. Grief and shame was an experience that the whole nation shared.

22-26. Television let us participate in intense and dramatic events, which were historical.

27-30. We were joined with other people for a few electric moments.

APPENDIX E

STUDENT E

Sentence Combining

1-4 Television is a pattern of life which can help us see and understand life in America.

5-8 Television can help us to understand events that divide us and unite us.

9-15 Consider an example of death with such political leaders as John Kennedy, Martin Luther King Jr. and Robert Kennedy.

16-17 These deaths united the nation in a profound way.

18-21 Grief and shame was the experience of the whole nation.

22-26 Television let us participate in intense, dramatic and historical events.

27-30 The few moments that we were joined together with other people were electric moments.

Writing Sample

More and more everyday it seems that higer education is getting more important. It used to be good enough to just have a high school diploma, but it doesn't seem that way anymore. I'm not saying that you won't get a job if your not a College graduate but it does look better on your resume. Everyear more people are going on to Higher Education it seems that 12 yrs. of school is not enough anymore. In high School you had to take the basics, and take what they told you to take without much variety. But when you finally graduate you can truthfully ask yourself what do I want to study, and then its nobody's decision but your own. Also I think it has something to do with prestiege. If you say your a college graduate people will respect and admire you more. Not that I'm saying the only reason people go to college is to be better than someone else, but it does make them feel better about themselves. Higer Education to me seems to give people a different out look on life. life just doesn't stop after high School but goes on as long as you let it. To advance your mind is one of the greatest things to do. To be able to outsmart and out think someone is one of the best feelings you can have. To know that you know so much more than anyone else does, gives you such confidence and self-respect that you want to keep on going forever. But its funny how people emphasize so much on your grades from 9th-12th grade. They really judge you if your good enough for them or not. Its really not fair, I know thats the only way they can tell if you qualify or not, but its not to accurate. When your in High School you don't think so much on how your grades are, the only worry is if you have enough to pass. Then when you get out of High School and say to yourself, Well, this is it, you finnaly realize how important those years were when you were goofing off instead of striving for better grades, but once you realize that its too late. And its sad when people judge you on your past grades and tell you that your not good enough when you know you really are.

People who stop education after high School I can't understand, why they would want to limit their minds to 12 yrs of insignificant learing, when they can really find themselves and learn something they want to learn. Higer Education means alot to me, thats why I'm here writing this paper.

STUDENT F:

Cosmetics

Cosmetics usually make people look better, but it isn't worth the risk of getting a skin disease. I think sometimes that make-up, hair dye, and etc., make a person look worse that better.

I think a person should always read the labels before using the chemicals. Some hair-dyes could make your hair fall out and maybe cause some skin disease. I've heard that when having a hair transplant, doctors put needles all in your head. I've used hair-dyes before, but never again because since I dyed my hair, I've thought about getting cancer.

When using make-up, some chemicals might leave blotches on your face. Then you would probably have to have plastic surgery and have to wear a bandahe on your face for a month or more. Make-up could also cause a skin cancer. I think if you don't wear make-up or use hair-dye that you'll look younger longer. But after wearing make-up 15 or 20 years, you would probably look better with it than without it. After getting so used to make-up, that when you get up in the morning you think that it is something you have to do.

If you get some kind of skin disease or cancer you'll have to have surgery. It would be very expensive and also very painful. I guess if I had some kind of cancer, I would have surgery. I think it would be worth all the money in the world to be back to normal. Before I used make-up or hair-dye again, I would think twice.

1-4. Televsion can help us see the pattern of life in America.

5-8. Television can help us to understand the events that unite and divide us.

9-15. Consider an example of dead, political leader which included John Kennedy, Martin Luther King, Jr. and Robert Kennedy

16-17. These deaths united the nation and the unification was profound.

18-21. grief and shame became an experience the whole nation shared.

22-26. Television lets us participate in intense, dramatic, and historical events.

27-30. We were joined with other people for a few electric moments.

Please combine. Ignore the numbers. Just create smooth-flowing paragraphs.

BODY DEFENSES:[1]

1. Our health is safeguarded.
2. The safeguarding is by defenses.
3. The defenses are a series.
4. The series is remarkable.

5. These defenses are like an army.
6. The army is ready.
7. It forms chemical lines.
8. The lines are in succession.
9. They ward off invaders.

10. Suppose an example.
11. Suppose some dust gets in your eye.
12. The dust is germ laden.

13. There is probably nothing to worry about.

14. The eye's surface is bathed in tears.
15. The bathing is quick.

16. Tears help wash away the dust.
17. They also serve another purpose.
18. This purpose is perhaps more important.

19. The tears contain an antiseptic.
20. It is called lysozyme.
21. It is very powerful.
22. It destroys most bacteria.
23. The bacteria might be harmful.
24. Harm might come to the eye's surface.
25. The surface is delicate.

26. The body "overprotects" itself.
27. Overprotection is for self-defense.
28. Overprotection is for survival.

29. Lysozyme is a case in point.
30. It dramatizes this idea.

31. Teardrops can be diluted.
32. The dilution is with a half-gallon of water.
33. Lysozyme will still destroy germs.
34. The germs are dangerous.
35. Their danger is potential.

[1](Strong: 1973, 45)

Television[1]

APPENDIX H

1. TELEVISION CAN HELP US SEE.
2. WE SEE THE PATTERN.
3. THE PATTERN IS LIFE.
4. THE LIFE IS IN AMERICA.

{ difficulties with subordination of "in America"

5. TELEVISION CAN HELP US TO UNDERSTAND.
6. WE UNDERSTAND EVENTS.
7. THE EVENTS UNITE US.
8. THE EVENTS DIVIDE US.

co-ordination of verbs + wordiness (omitting second "us")

9. CONSIDER AN EXAMPLE.
10. THE EXAMPLE IS DEATH.
11. THE DEATH WAS OF LEADERS.
12. THE LEADERS WERE POLITICAL.
13. THE LEADERS INCLUDED JOHN KENNEDY.
14. THE LEADERS INCLUDED MARTIN LUTHER KING, JR.
15. THE LEADERS INCLUDED ROBERT KENNEDY.

punctuation of a series

16. THESE DEATHS UNITED THE NATION.
17. THE UNIFICATION WAS PROFOUND.

{ identification of relationship between "united" and "unification"

18. GRIEF BECAME AN EXPERIENCE.
19. SHAME BECAME AN EXPERIENCE.
20. THE EXPERIENCE WAS SHARED.
21. THE WHOLE NATION SHARED.

co-ordination of subjects; which clause used correctly

22. TELEVISION LET US PARTICIPATE.
23. THE PARTICIPATION WAS INTENSE.
24. THE PARTICIPATION WAS DRAMATIC.
25. THE PARTICIPATION WAS IN EVENTS.
26. THE EVENTS WERE HISTORICAL.

co-ordination with emphatic word order

27. WE WERE JOINED.
28. THE JOINING WAS WITH OTHER PEOPLE.
29. THE JOINING WAS FOR A FEW MOMENTS.
30. THE MOMENTS WERE ELECTRIC.

{ ability to see how adjective and noun work together

[1] EXCERPTED FROM (STRONG: 1973, 55)

APPENDIX II

kernels	typical response	%	total # acceptable
1-4	Television can help us see the pattern(s) of life in America.	55%	67%
5-8	Television can help us (to) understand events that (both) unite (us) and (also) divide us.	34%	86%
	**It can help us (to) understand events which/that (both/either) unite (us) and divide us. **(23% changed "Television" to "It")	18%	
9-15	Consider the/an example/for example		
9-15	Consider the/an example of/for example death/deaths of political leaders including/who included John Kennedy, Martin Luther King, Jr., and Robert Kennedy.	29%	83%
16-17	These deaths profoundly united/unified the nation.	20%	33%
18-21	Grief and shame became an experience the wholena nation shared.	15%	83%
	Grief and shame became an experience shared by the whole nation.	11%	
	The whole nation shared the experience of Grief and shame.	15%	
22-26	Television let/(also lets) us participate in these intense, dramatic, and historical events.	20%	76%
	Television let us participate intensely and dramatically in (these) historical events.	12%	
	Television let us intensely and dramatically participate in (these) historical events.	9%	
27-30	We were joined (together) by/with (a few) other people/others for a few electric moments.	46%	72%